

AP[®] European History

Practice Exam

The questions contained in this AP[®] European History Practice Exam are written to the content specifications of AP Exams for this subject. Taking this practice exam should provide students with an idea of their general areas of strengths and weaknesses in preparing for the actual AP Exam. Because this AP European History Practice Exam has never been administered as an operational AP Exam, statistical data are not available for calculating potential raw scores or conversions into AP grades.

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AP® European History Directions for Administration

The AP European History Exam is three hours and five minutes in length and consists of a multiple-choice section and an essay section.

- The 55-minute multiple-choice section (Section I) contains 80 questions and accounts for 50 percent of the final grade.
- The 130-minute essay section (Section II) contains 7 questions (of which the students answer 3) and accounts for 50 percent of the final grade. All students must answer the document-based question (Part A, question 1 in the essay section). They must also answer one of the 3 free-response questions in Part B and one of the 3 free-response questions in Part C.
- In order to simulate the actual exam, the students should be given a 15-minute reading period at the beginning of the time spent on the essay section. During the reading period, the students can look at the document-based question and the free-response questions and plan their answers by taking notes on the exam pages. They should NOT be allowed to begin writing their essays until the 15-minute period is over. This 15-minute period counts as part of the 130 minutes.

A 10-minute break should be provided after Section I is completed.

The actual AP Exam is administered in one session with students doing Section I first. Students will have the most realistic experience if a complete morning or afternoon is available to administer this practice exam. If a schedule does not permit one time period for the entire practice exam administration, it would be acceptable to administer Section I one day and Section II on a subsequent day.

Many students wonder whether or not to guess the answers to the multiple-choice questions about which they are not certain. On the actual exam, one-quarter of a point is deducted from the student's raw score for each wrong answer. Therefore, mere guessing is unlikely to improve the student's score. However, if a student has some knowledge of the question and is able to eliminate one or more answer choices as wrong, it may be to the student's advantage to answer such a question.

- The use of calculators, cell phones, or any other electronic devices is not permitted during the exam.
- On the actual AP European History Exam, students must complete the multiple-choice answer sheets in pencil and write their free-response answers in pen. For the practice exam, they should write their essays in pen.
- Teachers will need to provide paper for the students to write their essays. Teachers should provide directions to the students indicating how they wish the essays to be labeled so the teacher will be able to associate the student's response with the question the student intended to answer.

Section I

Multiple-Choice Questions

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

EUROPEAN HISTORY

SECTION I

Time—55 minutes

80 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then place the letter of your choice in the corresponding box on the student answer sheet.

- Which of the following best characterizes Renaissance humanists?
 - They rejected Christian perspectives.
 - They concentrated on the study of humans from a biological perspective.
 - They rejected writers from the pre-Christian period.
 - They emphasized rhetoric based on classical models.
 - They maintained the principles of medieval Scholasticism.
- Which of the following roles was most socially acceptable for an educated woman in Renaissance Europe?
 - Accountant
 - Sculptor
 - Biblical scholar
 - Political adviser
 - Patron of the arts
- Calvinist opposition to Spanish rule in the Netherlands during the sixteenth century took all of the following forms EXCEPT
 - the destruction of religious images in Roman Catholic churches
 - increased efforts to convert people to Protestantism
 - attempts to assassinate Philip II
 - demonstrations against the execution of heretics
 - civil war between Roman Catholics and Protestants
- In his *Institutes of the Christian Religion*, John Calvin sought to
 - answer the Roman Catholic Church's doctrinal reforms formulated at the Council of Trent
 - systematize Protestant doctrine as the basis for a reformed Christianity
 - challenge the growing political authority of kings through the articulation of a theory of political resistance
 - promote a dialogue with the Roman Catholic Church
 - raise the cultural level of Europeans by supporting universal schooling
- Roman Catholics, Lutherans, and Calvinists condemned Anabaptists for their
 - belief in church-state separation
 - support for infant baptism
 - secular outlook on the world
 - support for papal supremacy
 - use of magic to achieve religious reform
- The goals of Protestant princes in Germany before 1555 included the
 - abolition of the Holy Roman Empire
 - achievement of religious toleration for all German people
 - recognition of Lutheranism as a legitimate form of religion
 - extension of Protestantism to all of Europe
 - economic and commercial unity of the German states

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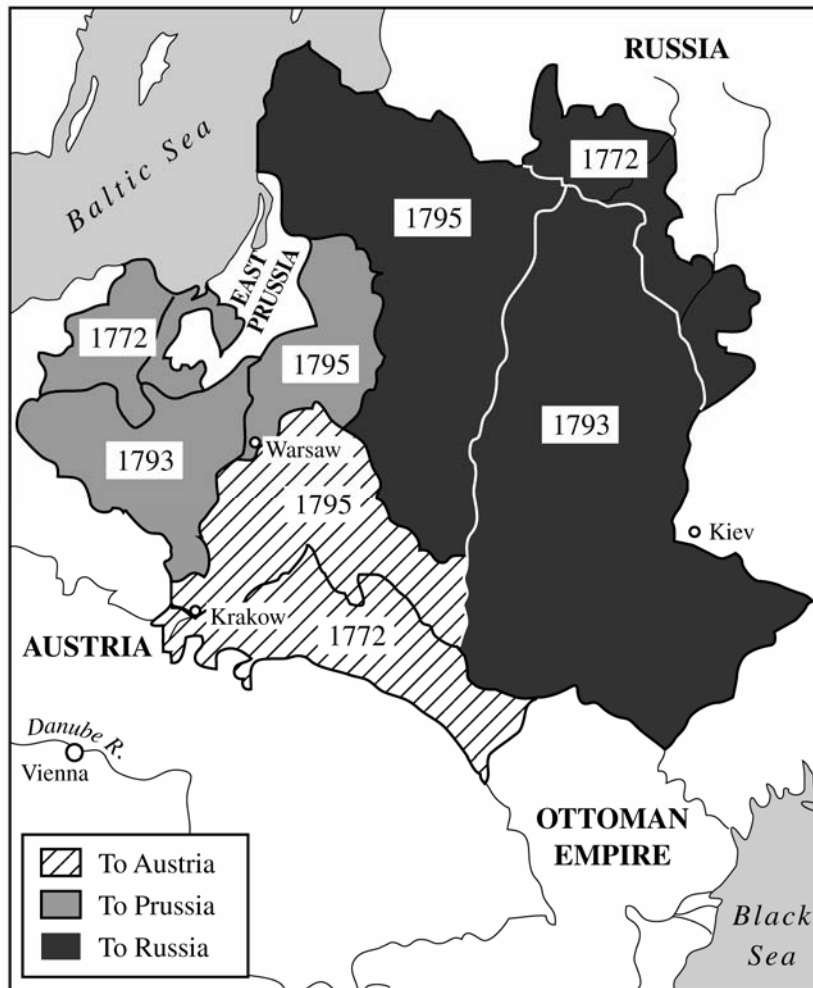
7. In the mid-1400s, Christians, Muslims, and Jews coexisted with some degree of toleration in
 - (A) England
 - (B) France
 - (C) Spain
 - (D) the Holy Roman Empire
 - (E) the Kingdom of Naples
8. Copernicus' primary contribution to the Scientific Revolution was his theory of
 - (A) elliptical planetary orbits
 - (B) the universal law of gravitation
 - (C) the principle of inertia
 - (D) a geocentric universe
 - (E) a heliocentric universe
9. How did subsequent French monarchs view the Edict of Nantes, issued by Henry IV of France in 1598 ?
 - (A) As sinful, because it undermined the Protestant faith
 - (B) As dangerous, because it established a state within the state
 - (C) As useful, because it separated church and state
 - (D) Unfavorably, because it gave the papacy control over the French church hierarchy
 - (E) Favorably, because it unified state and church
10. A major factor in the economic decline of the trading cities of the Hanseatic League in the fifteenth century was the
 - (A) competition from merchants backed by larger territorial states
 - (B) disruption of the Baltic trade resulting from piracy
 - (C) loss of the Hanseatic League's share of the Russian fur trade
 - (D) a sharp decline in demand for the types of products carried by Hanseatic merchants
 - (E) penetration of Baltic trade routes by Venetian merchants
11. Which of the following was a major factor in the spread of humanist culture in the late fifteenth and early sixteenth centuries?
 - (A) The creation of new religious orders by the papacy
 - (B) Annual meetings of humanist scholars in Italy
 - (C) A major increase in government funding for elementary education
 - (D) The development of the printing press
 - (E) The sale of basic textbooks written in the vernacular
12. Which of the following is an important defense of the principle of absolute monarchy?
 - (A) John Locke, *Two Treatises on Government*
 - (B) René Descartes, *Discourse on Method*
 - (C) Sir Thomas More, *Utopia*
 - (D) William Shakespeare, *King Lear*
 - (E) Thomas Hobbes, *Leviathan*
13. Which of the following viewed the universe as a vast machine controlled by the laws of gravity and inertia?
 - (A) Copernicus
 - (B) Newton
 - (C) Kepler
 - (D) Galileo
 - (E) Spinoza
14. The two European powers that defied the pattern of absolute, centralized government by the end of the seventeenth century were
 - (A) Sicily and Portugal
 - (B) England and the Dutch Republic
 - (C) France and Austria
 - (D) Poland and Sweden
 - (E) Spain and Prussia
15. Which of the following would have been most likely to agree with the political system advocated by Jacques Bossuet?
 - (A) John Locke
 - (B) Louis XIV of France
 - (C) William III of England
 - (D) Jean-Jacques Rousseau
 - (E) Maximilien Robespierre

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16. Which of the following was a result of the Thirty Years' War?
- (A) England and Spain became the dominant powers in Europe.
 - (B) Calvinism was made the state religion of the Hapsburg Empire.
 - (C) The Hapsburg dynasty solidified its control over the Holy Roman Empire.
 - (D) The Holy Roman Empire enjoyed widespread economic and demographic growth.
 - (E) The political fragmentation of the Holy Roman Empire was maintained.
17. An important factor in establishing French absolutism was the
- (A) creation of a central, state bank centered in Paris
 - (B) separation of the Roman Catholic Church and the French state
 - (C) increased power of the nobles in their localities
 - (D) royal ban on sales of bureaucratic offices and the prevention of personal loans
 - (E) royal appointment of *intendants* to supervise affairs in the provinces
18. Which of the following were major causes of the inflation in prices that occurred in Europe in the sixteenth century?
- (A) Deficit spending and high taxes imposed by national governments
 - (B) Declining food production and increasing luxury-good production
 - (C) Declining imports from Asia and increased spending on colonies in the New World
 - (D) Increasing population and an influx of precious metals from the New World
 - (E) Declining value of land and increased wages paid to laborers
19. Which of the following contributed most strongly to the decline of Sweden as a major European power in the early eighteenth century?
- (A) Overcommitment to colonial ventures in the Americas
 - (B) Significant population decline due to famine and disease
 - (C) Internal religious conflict between Lutherans and Calvinists
 - (D) Rejection of Enlightenment ideas by the Swedish monarchy
 - (E) Rivalry with the larger and more resource-rich Russia
20. Oliver Cromwell led an English invasion of Ireland primarily in order to
- (A) gain manpower and resources for a war against France
 - (B) support the Roman Catholic nobility
 - (C) establish a base for harassing Spain's Atlantic trade
 - (D) create a safe haven for Protestants outside England
 - (E) defeat a royalist uprising against the Parliamentary government
21. Mercantilism is a system of economic principles emphasizing
- (A) noninterference by the government as the best way to attain efficient production and prosperity
 - (B) the important role trade guilds play in regulating production to the advantage of local interests
 - (C) government ownership of the means of production
 - (D) government intervention to secure a favorable balance of trade and the growth of national reserves of gold and silver
 - (E) government manipulation of interest rates in order to stabilize currency exchange rates

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22. Seventeenth-century rulers supported the development of scientific academies primarily because rulers
- (A) wanted to control dangerous technologies
 - (B) felt the academies would lead to an educated electorate and political reform
 - (C) needed a way to reward intellectuals in royal service
 - (D) believed that academies offered valuable technical benefits and enhanced royal prestige
 - (E) believed that scientists were political subversives who should be watched closely
23. Dutch paintings of the Golden Age of the seventeenth century are noteworthy for their emphasis on which of the following themes?
- (A) Stories from the Greek and Roman classics
 - (B) Battles against France
 - (C) Christian saints
 - (D) Ordinary Dutch households
 - (E) Kings and nobles
24. Baroque architecture differed from Neoclassical architecture of the same time period in its
- (A) strict geometric designs
 - (B) avoidance of any religious references
 - (C) rich use of symbolism and decoration
 - (D) subtle undermining of the authority of sovereign powers
 - (E) reliance on Celtic rather than Greek or Roman models
25. Which of the following accurately describes a major change in status experienced by Russian serfs in the seventeenth and eighteenth centuries?
- (A) They gained new rights and freedoms as a result of the government's Westernization policies.
 - (B) They gained exemption from military service because their labor was essential to the estates of the landed gentry.
 - (C) They lost rights, including the right to own property and the right to petition the czar against their masters.
 - (D) They moved to urban areas in large numbers as industrialization created new employment opportunities.
 - (E) They gained their freedom as the nobles and monarchs realized that a free peasantry would be more productive.
26. Capitalists used the "putting-out" or domestic system primarily in order to
- (A) operate outside the restrictive guild system
 - (B) find ways to put women to work
 - (C) take advantage of high unemployment rates in overcrowded cities
 - (D) take advantage of the enclosure movement
 - (E) avoid building large factories
27. Which of the following contributed most to population growth in western Europe during the second half of the eighteenth century?
- (A) Governmental relief measures
 - (B) Fewer wars
 - (C) The introduction of new food staples
 - (D) Improved industrial working conditions
 - (E) Emigration from eastern Europe



28. The map above shows changes in the borders of eastern Europe resulting from the

- (A) Partitions of Poland
- (B) Congress of Vienna
- (C) Austro-Prussian War
- (D) Treaty of Versailles
- (E) Treaty of Brest-Litovsk

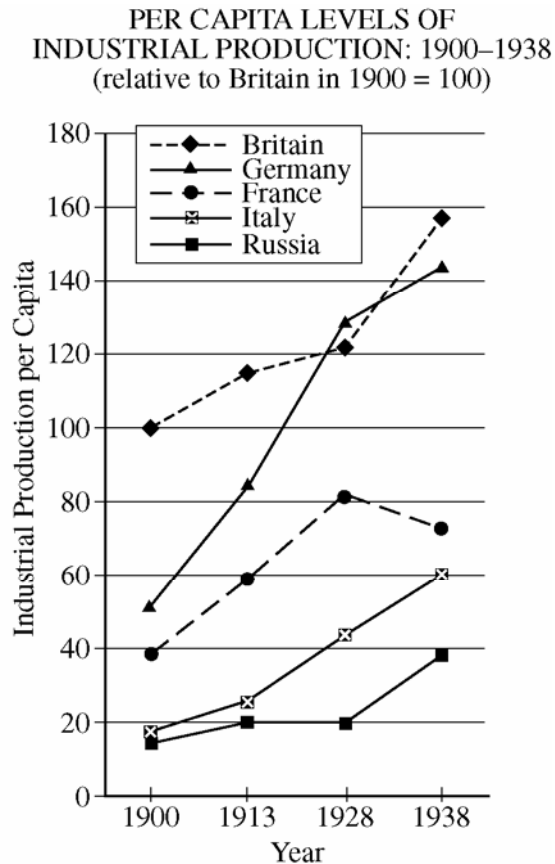
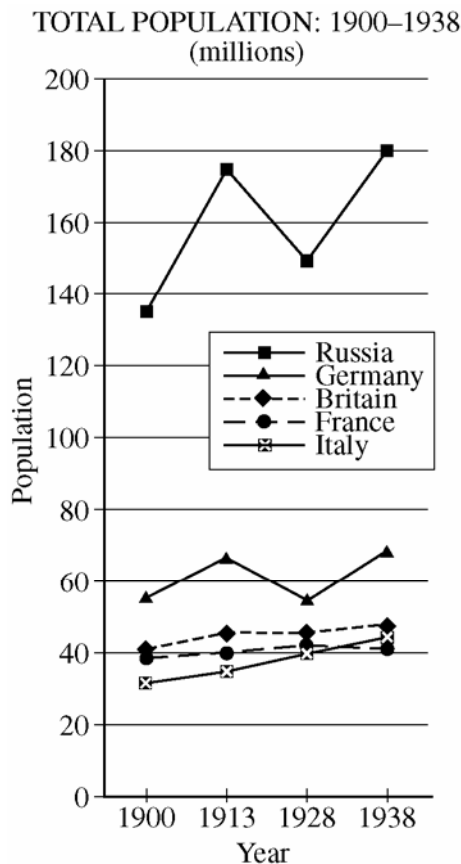
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29. During the eighteenth century, young peasant women in western Europe increasingly
- (A) worked as farm laborers on large farms
 - (B) left home to work as domestic servants
 - (C) married into the middle class
 - (D) joined guilds and became skilled workers
 - (E) gained property rights
30. In *The Wealth of Nations* (1776), Adam Smith strongly advocated a policy of
- (A) high tariffs and government-sponsored industry
 - (B) free trade and minimal government interference in the economy
 - (C) taxes for support of social institutions such as schools and hospitals
 - (D) encouraging a favorable balance of trade by limiting imports
 - (E) national workshops to provide employment for the poor
31. Many European intellectuals viewed Frederick the Great of Prussia (reigned 1740–1786) as an enlightened despot because of his
- (A) role in the War of Austrian Succession
 - (B) policies of religious toleration
 - (C) expansion of the Prussian army
 - (D) support of the Junker aristocracy
 - (E) acceptance of a written constitution
32. The chief foreign-policy aim of Great Britain in the wars of the eighteenth century was to
- (A) revive the Holy Roman Empire as an effective political entity
 - (B) curb the spread of Roman Catholicism into Protestant lands
 - (C) prevent France from becoming the preeminent European and colonial power
 - (D) gain free access to European markets for its manufactured goods
 - (E) secure a stable supply of imported food for its growing population
33. In general, the standard of living of the average worker in England improved in the eighteenth century primarily because
- (A) the cost of luxury items such as coffee, tea, sugar, and chocolate decreased
 - (B) wages went up as the population decreased
 - (C) the spread of railways led to better access to manufactured goods
 - (D) government regulation led to improved working conditions
 - (E) housing improved with new technology
34. Which of the following best describes the eighteenth-century Grand Tour?
- (A) Eastern European nobles' habit of directly supervising their vast, landed estates by frequently touring them
 - (B) A tour of important fortresses undertaken by French military officers to further their training
 - (C) A trip through France and Italy typically undertaken by wealthy Englishmen to learn foreign languages and cultures
 - (D) A pilgrimage to major religious sites undertaken by Spanish aristocrats before marriage
 - (E) A journey to western Europe undertaken by Hungarian nobles interested in Enlightenment ideas
35. Which of the following was the most important cause of discontent among the French peasantry in the decades leading up to the French Revolution?
- (A) The failure of the government to encourage significant emigration to Canada
 - (B) The efforts by many landowners to revive various kinds of taxes and feudal dues
 - (C) The spread of Enlightenment critiques of organized religion
 - (D) The drafting of large numbers of peasants to serve in the French army
 - (E) The creation of large numbers of robe nobles by the French monarchy

36. One enduring change initiated by the French revolutionaries was
- (A) the metric system of measurement
 - (B) the Revolutionary calendar
 - (C) de-Christianization
 - (D) the Committee of Public Safety
 - (E) the establishment of equal rights for women
37. Which of the following wrote a critique of the French Revolution from the conservative point of view?
- (A) Georges Danton
 - (B) Olympe de Gouges
 - (C) Napoleon Bonaparte
 - (D) Edmund Burke
 - (E) Immanuel Kant
38. "The power of population is infinitely greater than the power in the earth to produce subsistence for man. Population, when unchecked, increases in a geometric ratio. Subsistence only increases in arithmetic ratio. A slight acquaintance with the numbers will show the immensity of the first power in comparison with the second."
- The quote above states
- (A) Adam Smith's belief in the natural laws of production and exchange
 - (B) Georg Hegel's theory on the process of historical change
 - (C) Thomas Malthus' belief in the inevitability of working-class poverty
 - (D) Anne-Robert-Jacques Turgot's belief about the need to abolish the corvée
 - (E) Karl Marx's theory of class conflict and social revolution
39. All of the following were achieved by women during the French Revolution EXCEPT:
- (A) Their demands for change were represented in the cahiers along with those of men.
 - (B) They marched to Versailles to bring the king and his family back to Paris.
 - (C) They published a Declaration of the Rights of Women in response to the French Constitution of 1791.
 - (D) They gained proportional representation in the Chamber of Deputies.
 - (E) They participated in the revolutionary clubs, including The Confederation of the Friends of the Truth.
40. "The greatest happiness for the greatest number of people" is a principle generally associated with
- (A) mercantilism
 - (B) utilitarianism
 - (C) anarchism
 - (D) conservatism
 - (E) nihilism
41. The controversy over the Corn Laws in early nineteenth-century Britain was in part a conflict between
- (A) wheat farmers and cattle raisers
 - (B) large landowners and industrialists
 - (C) landless rural laborers and factory workers
 - (D) monarchists and liberals
 - (E) Scottish, Welsh, and Irish separatists and the British government
42. Which of the following best describes the primary goal of central European liberal political leaders prior to the revolutions of 1848 ?
- (A) A democratic political system with universal voting rights
 - (B) More state spending to spur economic development
 - (C) Constitutional government reform and national independence
 - (D) Support of pacifism and peaceful settlement of disputes
 - (E) Social reforms, including the abolition of serfdom
43. The primary reason why Russia, Great Britain, and France supported the Greek war for independence in the 1820s was that each
- (A) wanted to undermine the Concert of Europe
 - (B) considered Greece the birthplace of democracy
 - (C) sought to extend its own influence in the Balkans
 - (D) hoped to encourage immigration from Greece
 - (E) desired to send missionaries to Greece

44. In the Orleanist July monarchy of the 1830s, Prime Minister Francois Guizot's exhortation to his supporters, "Enrich yourselves!" indicated the influence in French national politics of
- (A) egalitarian principles
 - (B) socialist principles
 - (C) the nobility
 - (D) the peasantry
 - (E) the upper middle class
45. Luddites and other artisans opposed the development of factories primarily because
- (A) they considered the factory machines too dangerous for unskilled labor to operate
 - (B) they were appalled at the inhumane working conditions in factories
 - (C) factory jobs employed more women than men thus giving women more social status
 - (D) they were against having young children working in factories
 - (E) the new machinery being introduced into the factories was eliminating their jobs
46. Which of the following composers expressed strong patriotic feelings for his homeland in his works?
- (A) J. S. Bach
 - (B) Mozart
 - (C) Chopin
 - (D) Handel
 - (E) Stravinsky
47. "A Country is not a mere territory; the particular territory is only its foundation. The Country is the idea which rises upon that foundation; it is the sentiment of love, the sense of fellowship which binds together all the sons of that territory."
- The views of which of the following are expressed in the quotation above?
- (A) Nicholas I
 - (B) Burke
 - (C) Metternich
 - (D) Mazzini
 - (E) Castlereagh
48. In 1861, Tsar Alexander II of Russia initiated which of the following reforms?
- (A) Emancipation of the serfs
 - (B) Creation of a representative legislative assembly called the Duma
 - (C) Adoption of a written constitution
 - (D) Abolition of government controls on the economy
 - (E) Introduction of a broad new social welfare scheme
49. The drive for Russia to industrialize during the nineteenth century was most strongly motivated by
- (A) the capitalistic philosophy of Alexander III
 - (B) Russia's defeat in the Crimean War
 - (C) the Decembrist Revolt
 - (D) Britain's domination of the Continental System
 - (E) its increased economic competition with the Ottoman Empire
50. Which of the following was a major motivation for the widening of Parisian streets by Baron Haussmann?
- (A) To make the emperor's coronation ceremonies more memorable
 - (B) To make it easier for soldiers to repress riots
 - (C) To facilitate public fairs and celebrations
 - (D) To defend the city against German invaders
 - (E) To increase the area's desirability for foreign investors
51. The nineteenth-century political unifications of both Italy and Germany were accomplished in large part through
- (A) Russian intervention
 - (B) loans provided by Great Britain
 - (C) warfare
 - (D) French intervention
 - (E) international conferences of the major powers

Questions 52-53 refer to the following graphs.



52. According to the two graphs, which of the following is an accurate statement?
- (A) Countries with the largest populations had the highest per capita levels of industrial production.
 - (B) Countries with the smallest populations had the lowest per capita levels of industrial production.
 - (C) There was a low correlation between a country's total population and its per capita level of industrial production.
 - (D) All of the countries experienced uninterrupted economic growth between 1900 and 1938.
 - (E) Western European countries experienced a decrease in industrial production as their population decreased between 1900 and 1938.

53. Which of the following can be concluded from the two graphs and historical knowledge of the period?
- (A) The Russian Revolution and its immediate aftermath did not encourage the growth of Russian industry.
 - (B) Countries with extensive colonial holdings experienced the highest rates of population growth.
 - (C) Countries with totalitarian governments experienced reduced rates of industrial production.
 - (D) Democratic governments experienced slow population growth and uneven growth in industrial production in the 1930s.
 - (E) The First World War had a negligible effect on most countries' population growth.

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54. In contrast to artists in the late nineteenth century, artists during the Renaissance did which of the following?
- (A) They focused primarily on art for art's sake.
 - (B) They relied heavily on patronage.
 - (C) They tended to focus more on the abstract.
 - (D) They were less concerned about linear perspective.
 - (E) They lived and worked primarily in rural areas.
55. In the 1880s, Bismarck pursued which of the following policies?
- (A) Social welfare laws
 - (B) Alliance with the Social Democratic Party
 - (C) Free trade
 - (D) Military alliance with France
 - (E) Decentralization of government
56. The Ottoman Empire was referred to as "the sick man of Europe" primarily because of its
- (A) defeat in the naval battle of Lepanto in the sixteenth century
 - (B) persecution of Christians in Turkish-occupied Balkan territories in the sixteenth and seventeenth centuries
 - (C) refusal to adopt important developments of the Scientific Revolution and the Enlightenment
 - (D) devastating losses during the Crimean War
 - (E) inability to effectively maintain its empire in the Balkans during the nineteenth and early twentieth centuries
57. Marx and Engels' critique of gender relationships in capitalist society argued that
- (A) women were twice oppressed, by men and also by capitalists
 - (B) men and women were equally oppressed, and the only relevant category was class
 - (C) married women were entitled to property rights and suffrage
 - (D) women's unique nature and childrearing responsibility required laws to protect them
 - (E) women had a more peaceful nature than men
58. The Dreyfus Affair in late nineteenth century France was most notable for revealing the widespread existence of which of the following in French society?
- (A) Anarchism
 - (B) Anti-Semitism
 - (C) Bonapartism
 - (D) Irredentism
 - (E) Revanchism
59. During the late nineteenth century, which of the following nationalities enjoyed privileged status within the Austro-Hungarian Empire?
- (A) Magyars
 - (B) Czechs
 - (C) Serbs
 - (D) Greeks
 - (E) Romanians
60. Prime Minister William Gladstone lost the support of his Liberal Party in 1884 after he
- (A) supported disestablishment of the Church of England
 - (B) encouraged colonial conquests in Africa and Asia
 - (C) opposed repeal of the Corn Laws
 - (D) supported the crowning of Victoria as empress of India
 - (E) favored home rule for Ireland
61. The rising standard of living in many Western European urban areas during the late nineteenth century resulted in
- (A) decreases in birth rates
 - (B) less emphasis on child rearing
 - (C) less reliance on mass transit
 - (D) a narrowing gap between income for middle-class and working-class families
 - (E) less demand for low-wage jobs in urban areas

62. Henrik Ibsen's *A Doll's House*, by challenging middle-class ideas about women's roles, reflects
- (A) literary realism in the second half of the nineteenth century
 - (B) challenges to perceptions of the physical world
 - (C) the increasing acceptance of Freudian psychology
 - (D) Nietzsche's revolt against reason
 - (E) the liberalization of institutional religion
63. All of the following factors contributed to the formation of a Franco-Russian alliance in the late nineteenth century EXCEPT
- (A) French investments in Russia
 - (B) similarity of political regimes
 - (C) common rivalry with Germany
 - (D) common rivalry with the British Empire
 - (E) exclusion from the Triple Alliance
64. The assassination of Archduke Franz Ferdinand in 1914 was carried out by nationalists seeking an expanded
- (A) Greece
 - (B) Bulgaria
 - (C) Serbia
 - (D) Austria
 - (E) Macedonia
65. Which of the following wars marked the first time that the employment of European women in industry was critical to a sustained war effort?
- (A) Crimean War
 - (B) Franco-Prussian War
 - (C) Boer War
 - (D) First World War
 - (E) Second World War
66. Lenin and the Bolsheviks won widespread popular support in Russia in 1917 by promising
- (A) a fight to the finish
 - (B) universal suffrage
 - (C) peace, land, and bread
 - (D) liberty, fraternity, and equality
 - (E) socialism with a human face
67. Which of the following was a result of the implementation of the Schlieffen Plan at the beginning of the First World War?
- (A) French forces were able to capture Alsace-Lorraine.
 - (B) Great Britain entered the war on the side of France and Russia.
 - (C) The Netherlands was knocked out of the war.
 - (D) Tanks became a decisive weapon in warfare.
 - (E) A shake-up occurred in the German high command.



68. The map above represents Central and Eastern Europe in
- (A) 1815
 - (B) 1871
 - (C) 1919
 - (D) 1949
 - (E) 1999

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69. The Treaty of Versailles (1919) contributed to the outbreak of the Second World War, in part, because the treaty

- (A) failed to recognize the Communist government of the Soviet Union
- (B) left the question of blame for the First World War unanswered
- (C) ignored the nationalist aspirations of ethnic groups in eastern Europe
- (D) created the League of Nations, which threatened the national sovereignty of European countries
- (E) mandated punitive war reparations from Germany

70. "Facts prove that many abuses occurred on Stalin's orders without reckoning with any norms of party and Soviet legality. Stalin was a very distrustful man . . . When Stalin said that someone should be arrested, it was necessary to accept on faith that the person was an 'enemy of the people.'"

The passage above is from a speech delivered by

- (A) Mikhail Gorbachev
- (B) Leon Trotsky
- (C) Leonid Brezhnev
- (D) Vladimir Putin
- (E) Nikita Khrushchev

71. The New Economic Policy (NEP) in Soviet Russia provided for which of the following?

- (A) A free market in grain and limited private enterprise
- (B) Collectivization of agriculture and nationalization of industry
- (C) A network of communal services to feed and care for the unemployed
- (D) The creation of model factories and farms to prepare for the move to full communism
- (E) A market economy with wages and prices fluctuating according to demand

72. During Stalin's rule of the Soviet Union, the term "kulak" was a designation assigned to

- (A) merchants
- (B) priests
- (C) unproductive workers
- (D) landowning peasants
- (E) former nobles

73. All of the following were allied with one of the Axis Powers (Germany and Italy) during the Second World War EXCEPT

- (A) Bulgaria
- (B) Romania
- (C) Hungary
- (D) Spain
- (E) Japan

GO ON TO THE NEXT PAGE.



"FIFTY-FIFTY AGAIN, JOE?"

"Fifty-Fifty again, Joe?" - A copyright 1941 cartoon by Herblock.
Prints & Photographs Division, Library of Congress,
LC-DIG-ppmsc-03394.

74. The 1941 political cartoon shown above refers to which of the following?
- (A) The concern that the German invasion of the Soviet Union would lead to the German occupation of the Middle East
 - (B) The fear that the Nazi-Soviet Nonaggression Pact would provide Germany with access to Middle East oil
 - (C) The worry that the growing demand for oil by the Soviet Union and Nazi Germany would drive up the price of oil worldwide
 - (D) The prediction that the need for Middle East oil would ultimately cause a split between Hitler and Stalin
 - (E) The concern that an Allied military buildup in Iraq and Iran might provoke a joint Russian-German attack
75. The most influential opponent of Great Britain's entry into the European Common Market in the 1960s was
- (A) Germany
 - (B) Russia
 - (C) the United States
 - (D) France
 - (E) Ireland
76. All the following were major demographic trends in Europe between 1960 and 1990 EXCEPT the
- (A) migration of former colonial peoples to Europe
 - (B) movement of southern Europeans into northern Europe in pursuit of economic opportunity
 - (C) limited flow of populations between Eastern and Western Europe
 - (D) increased tendency for Western Europeans to move away from their place of birth
 - (E) highest levels of emigration of Western Europeans since 1850
77. In the 1960s, Western European women's lives were significantly changed by the
- (A) widespread use of oral contraceptives
 - (B) a traditionalist backlash against the feminist movement
 - (C) achievement of complete wage equality with men
 - (D) withdrawal of married women from the workforce
 - (E) abolition of the welfare state
78. Which of the following best summarizes existential philosophy as advocated by Albert Camus and Jean-Paul Sartre?
- (A) Humans must prove that God exists in order to give meaning to modern life despite the horrors of modern war.
 - (B) God, reason, and progress are myths, and people can only give meaning to their lives through their actions and choices.
 - (C) Thorough studies of language will lead to answers about the human condition.
 - (D) Only a commitment to doing good works for others will lead to salvation.
 - (E) The answers to the questions raised by the horrors of modern war can be found in intensive study of the human psyche.

GO ON TO THE NEXT PAGE.

79. At the Second Vatican Council (1962–1965), the Roman Catholic Church sought primarily to
- (A) reinforce the special status of the clergy
 - (B) set the Roman Catholic Church apart from other denominations and religions
 - (C) find ways to secure the financial stability of the church
 - (D) consider the possibility of ordaining women to the clergy
 - (E) address relations between the Roman Catholic Church and the modern world

80. “Green” political parties emerged in Western Europe in the 1970s and 1980s primarily as a result of
- (A) concern about the impact of industrialization on the environment
 - (B) solidarity with Irish nationalists in their struggle against Great Britain
 - (C) desire to support the use of American dollars in international business transactions
 - (D) opposition to older, more traditional politicians controlling decisions
 - (E) a rejection of socialist policies in favor of free-market policies

END OF SECTION I

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY
CHECK YOUR WORK ON THIS SECTION.**

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

Section II

Free-Response Questions

EUROPEAN HISTORY
SECTION II
Part A
(Suggested writing time—45 minutes)
Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze the effects of the experience of war on British soldiers and British society in the period 1914 to 1941.

Historical Background: At the outbreak of the First World War in August 1914, Great Britain had a small, all-volunteer army. Until 1916 the government relied on voluntary military service. Officers were generally drawn from the upper and middle classes, while most of the lower ranks were drawn from the working class. High casualties led to the institution of conscription in 1916. By the end of the war, British losses, suffered primarily on the Western Front, were about 700,000 killed, 2,000,000 wounded, and 300,000 missing, or about half of the total number of men who served. Junior officers (lieutenants and captains) suffered the highest casualty rates.

GO ON TO THE NEXT PAGE.

Document 1

Source: Julian Grenfell, junior officer, letter to his mother from the Western Front, November 3, 1914.

I have not washed for a week, or had my boots off for a fortnight. . . . It is all the best fun. I have never, never felt so well, or so happy, or enjoyed anything so much. It just suits my stolid health, and stolid nerves, and barbaric disposition. The fighting excitement vitalizes everything, every sight and word and action. One loves one's fellow man so much more when one is bent on killing him. And picnicking in the open day and night (we never see a roof now) is the real method of existence.

Document 2

Source: Rupert Brooke, junior officer, "The Soldier," written in 1914, read from the pulpit of St. Paul's Cathedral, London, shortly after Brooke's death in 1915.

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

Document 3

Source: Donald Hankey, private, later promoted to junior officer, *A Student in Arms*, memoir published in 1917, describing August 1914.

The unprecedented had occurred. For once a national ideal had proved stronger than class prejudice. In this matter of the war all classes were at one—at one not only in sentiment but in practical resolve. The crowd that surged outside the central recruiting offices in Great Scotland Yard was the proof of it. All classes were there, struggling for the privilege of enlisting in the new citizen Army, conscious of their unity, and determined to give effect to it in the common life of service. It was an extraordinary crowd. Workmen were there in cord breeches and drab coats; boys from the East End in the latest fashions from Petticoat Lane; clerks and shop-assistants in sober black; mechanics in blue serge and bowler hats; travelers in the garments of prosperity; and most conspicuously well dressed of all, gentlemen in their oldest clothes. It was like a section cut out of the nation.

GO ON TO THE NEXT PAGE.

Document 4

Source: Siegfried Sassoon, junior officer, “A Soldier’s Declaration,” delivered to his superior officer and read in the House of Commons, 1917.

I am making this statement as an act of willful defiance of military authority, because I believe that the war is being deliberately prolonged by those who have the power to end it. . . .

I have seen and endured the sufferings of the troops, and I can no longer be a party to prolong these sufferings for ends which I believe to be evil and unjust.

I am not protesting against the conduct of the war, but against the political errors and insincerities for which the fighting men are being sacrificed.

On behalf of those who are suffering now I make this protest against the deception which is being practiced on them; also I believe that I may help to destroy the callous complacency with which the majority of those at home regard the continuance of agonies which they do not share, and which they have not sufficient imagination to realize.

Document 5

Source: Joe Cotrill, junior officer, letter to his friend Siegfried Sassoon, 1917.

No Peace now would be of any use. . . War is hideous—no one knows it more than you and I—but I’m afraid fighting the swine that we are—that it must go on—in the interests of our own preservation—till we are in a position to make a peace which will give us a certainty of the war not being resumed as soon as Germany thinks she is strong enough.

Document 6

Source: author unknown, song composed and sung primarily by the lower ranks in the British army.

(Sung to the tune of “Onward Christian Soldiers”)

Forward Joe Soap's army, marching without fear,
With our old commander, safely in the rear.
He boasts and skites [brags] from morn till night,
And thinks he's very brave,
But the men who really did the job are dead and in their grave.

GO ON TO THE NEXT PAGE.

Document 7

Source: William Rivers, medical officer, "The Repression of War Experience," address delivered to the Royal Society of Medicine, London, 1917.

As an example [of dissociation] I may cite the case of a young officer who had done well in France until he had been deprived of consciousness by shell explosion. The next thing he remembered was being conducted by his servant towards the base, thoroughly broken down. On admission into hospital he suffered from fearful headaches and had hardly any sleep, and when he slept he had terrifying dreams of warfare. When he came under my care two months later his chief complaint was that, whereas ordinarily he felt cheerful and keen on life, there would come upon him at times, with absolute suddenness, the most terrible depression, a state of a kind absolutely different from an ordinary fit of the blues, having a quality which he could only describe as "something quite on its own."

Document 8

Wilfred Owen, junior officer, "The Parable of the Old Man and the Young," 1918.

Isaac the first-born spake and said, My Father,
Behold the preparations, fire and iron,
But where the lamb for this burnt-offering?
Then Abram bound the youth with belts and straps,
And builded parapets and trenches there,
And stretchèd forth the knife to slay his son.
When lo! an angel called him out of heaven,
Saying, Lay not thy hand upon the lad,
Neither do anything to him. Behold,
A ram, caught in a thicket by its horns;
Offer the Ram of Pride instead of him.
But the old man would not so, but slew his son,
And half the seed of Europe, one by one

GO ON TO THE NEXT PAGE.

Document 9

Source: Paul Nash, junior officer and artist employed by the British government, *We are making a New World*, oil painting, 1918.



We are making a New World, 1918 (oil on canvas) by Paul Nash (1889-1946)
© Imperial War Museum, London, UK/ The Bridgeman Art Library

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Document 10

Source: Paul Deane, junior officer, "The Tragedy of the Survivors," *The Nation*, October 1930.

One was not always attacking or under fire. And one's friends were not always being killed. One had friends in those days, and one has hardly any now. And friendship was good in brief rests in some French village behind the line where it was sometimes spring and there were still fruit trees in bloom, and young cornfields, and birds singing. And even after the first great disillusionment, that followed the Somme,* reached England through men coming home, young officers still went out from school full of enthusiasm. One wanted to go there oneself and see what it was like, even though one knew.

* Battle from July to November 1916 in which approximately 420,000 British troops were killed or wounded

Document 11

Source: Robert Graves, junior officer, and Alan Hodge, journalist, *The Long Week-End: A Social History of Great Britain 1918-1939*, published 1941.

[B]y the end of 1918 there were two distinct Britains: but not the two Britains of governing and governed classes, as in peace time, since the common fear of war had temporarily relaxed and almost eliminated the old rigid class distinctions. For example, a woman of aristocratic family might now without question marry not only into the merchant class but even into the labouring class, so long as the man she chose had a good military or naval record. . . . The two Britains were: the Fighting Forces, meaning literally the soldiers and sailors who had fought, as opposed to garrison and line-of-communication troops, and the Rest, including the Government. They talked such different languages that men home on leave after months on active service felt like visitors to a foreign country and often expressed great relief to be back on duty with their units.

Document 12

Richard Aldington, junior officer, *Life for Life's Sake*, memoir, published 1941.

I realized that the London I had come back to was a different place from the London I had left in 1914, let alone prewar London. Everything seemed askew. . . . London was crowded with enormous numbers of "war workers," who still clung to their jobs like limpets. There was a devil-take-the-hindmost scramble for money and position in the new world, and an extravagance which seemed incredible to one who had known the old sober England. I stood aghast at this degeneration of my people, visible to me, as it was not to them, because of my long absence. I asked myself anxiously if I too had not degenerated, and it seemed to me I had.

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY
SECTION II

Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
2. Describe and analyze the advantages and disadvantages that the Protestant Reformation presented to women.
 3. Compare and contrast mercantilist policies of seventeenth-century western European governments with economic intervention by western European governments from the mid-nineteenth century to 1914.
 4. Describe and analyze the success of absolutism during the seventeenth and eighteenth centuries in western and eastern Europe, using examples from at least three different countries.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY
SECTION II

Part C

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

5. Analyze the major economic and political factors that allowed for the unification of Germany in the late nineteenth century.

6. Compare and contrast the Congress of Vienna (1815) and the Paris Peace Conference (1919-1920) in terms of the aims and effectiveness of the diplomatic settlements reached at each conference.

7. In 1945 Great Britain and the United States were allied with the Soviet Union. By 1950 the former allies were involved in a confrontation that divided Europe into rival power blocs. Analyze the reasons for this change.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

Name: _____

AP® European History
Student Answer Sheet for Multiple-Choice Section

No.	Answer
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No.	Answer
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No.	Answer
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AP® European History
Multiple-Choice Answer Key

No.	Correct Answer
1	D
2	E
3	C
4	B
5	A
6	C
7	C
8	E
9	B
10	A
11	D
12	E
13	B
14	B
15	B
16	E
17	E
18	D
19	E
20	E
21	D
22	D
23	D
24	C
25	C
26	A
27	C
28	A
29	B
30	B

No.	Correct Answer
31	B
32	C
33	A
34	C
35	B
36	A
37	D
38	C
39	D
40	B
41	B
42	C
43	C
44	E
45	E
46	C
47	D
48	A
49	B
50	B
51	C
52	C
53	A
54	B
55	A
56	E
57	A
58	B
59	A
60	E

No.	Correct Answer
61	A
62	A
63	B
64	C
65	D
66	C
67	B
68	D
69	E
70	E
71	A
72	D
73	D
74	B
75	D
76	E
77	A
78	B
79	E
80	A

AP[®] European History

Free-Response Scoring Guidelines

Generic Core Scoring Rubric for AP European History Document-Based Question (DBQ)

BASIC CORE		Points	EXPANDED CORE		Points
(1) Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis may not simply restate the question.	1		Expands beyond basic core 1–6. The basic score of 6 must be achieved before a student can earn expanded core points.		0–3
(2) Discusses a majority of the documents individually and specifically.	1		<p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Uses all or almost all documents. • Addresses all parts of the question thoroughly. • Uses documents persuasively as evidence. • Shows understanding of nuances in the documents. • Analyzes point of view or bias in at least four documents cited in the essay. • Analyzes the documents in additional ways—additional groupings or other. • Brings in relevant “outside” historical content. 		
(3) Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).	1				
(4) Supports the thesis with appropriate interpretations of a majority of the documents.	1				
(5) Analyzes point of view or bias in at least three documents.	1				
(6) Analyzes documents by explicitly organizing them in at least three appropriate groups.	1				
Subtotal:	6		Subtotal:		3
Total: 9					

AP[®] European History

Free-Response Scoring Guidelines

Question 1—Document-Based Question

Analyze the effects of the experience of war on British soldiers and British society in the period 1914 to 1941.

This Document-Based Question asks students to analyze how the war experience affected both British soldiers and British society in general during and after the war. The DBQ touches on major issues addressed in nearly all textbooks. A wide variety of documents, spanning the period from the outbreak of the war into the late 1930s provides students with a wealth of primary source information for their essays.

Thesis

An acceptable thesis might include consideration of the following effects:

Effects on the British soldiers

- In the early war: enthusiasm and “war-fever”; feelings of strong patriotism and unity with one’s countrymen, regardless of class.
- As the war dragged on: increased feelings of shock, bitterness, war-weariness, depression; a sense of isolation from those at home who had not experienced the horrors of trench warfare; for some, a growing sense of betrayal by the commanders and leaders far from the Front but also a continued determination to finish the job.
- After the war: a more measured response; a realization that life goes on and that not everything about the war was negative; a realization that it has greatly changed British society.

Effects on British society

- Initial enthusiasm temporarily erased class distinctions.
- The experience of the Front brought men together regardless of their class.
- The need for new officers enabled some working-class individuals to gain positions that they would not have had in prewar Britain.
- The economic transformation caused by the war upset traditional British class structure and led to a more fluid, consumer-oriented society.

Document summaries and point-of-view possibilities

Document 1

Document 1, an excerpt from a letter home by junior officer in the Western Front can be read several ways—as an enthusiastic early endorsement of the excitement and challenge offered to a young person by the war or as a bitter, cynical report to his family on the awfulness of the situation at the front (“The fighting excitement vitalizes everything, every sight and word and action. One loves one’s fellow man so much more when one is bent on killing him.”). Some students may interpret this document as a passionate endorsement of the war experience while others may see it as a bitter indictment of the situation written in code perhaps to escape the censors who were monitoring all mail to and from the Front.

Document 2

The second document, a dramatic poem written early in the war, can be interpreted as a combatant’s search for meaning in the death he sees all around. Brooke seeks to ennoble the experience by reinforcing the fact that young men are dying for their country. Students may also see Document 2 as an expression of the effect that the war is having on the noncombatants at home and how deeply they feel the loss of the all young men dying at the Front. Students may also note the venue for the reading of this poem, the pulpit of one of the most prestigious

AP® European History

Free-Response Scoring Guidelines

Question 1—Document-Based Question (continued)

cathedrals in England, and suggest that this might be part of a propaganda program by the British government to bolster support for the war effort among the public.

Document 3

The third document, published in 1917, by a private who had received a field promotion to become an officer, can be cited as evidence that the huge manpower demands of the war led to a break in the rigid class structure, and a working-class man benefited from this opportunity. The document's description of the early days of the war shows the broad support for the war effort as all classes of men rush to enlist. The document describes a major effect on the class structure of British society, both at the outset of the war (described in the document) and later (as implied by Hankey's promotion to officer).

Documents 4 and 5

Documents 4 and 5 provide an exchange of views between two upper-class friends. Document 4 consists of excerpts from a statement Siegfried Sassoon made to his commanding officer criticizing both the military and political leadership for errors in judgment and castigating the public in general for supporting something as awful as the war out of ignorance of its true nature. Students might note here that Siegfried Sassoon must have had important connections in that his statement is being shared with Parliament, which would also indicate the extent of the disillusionment and frustration of many of the men at the Front. Document 5, a letter from Sassoon's friend and fellow officer, Joe Cotrill, takes an opposing view. Cotrill agrees that the war is horrible, but he asserts that for the sake of the future of Great Britain and the world it is necessary that the soldiers fight on until the war is won. Students might discuss these as contrasting views from frontline officers and also make the connection with the broader society through Sassoon's airing of his concerns publicly in Parliament. Students might note that Sassoon's going public with these sentiments was a risky act, but he must have felt it was worth the risk in order to make his feelings known. Students might also note the possibility that a private letter like Cotrill's is likely to be a frank expression of his views.

Document 6

Document 6 (undated) provides a view from the bottom ranks. It is a cynical ditty, sung ironically to the tune of a militaristic Christian hymn, in which enlisted soldiers are openly voicing their discontent with both the war and their arrogant, cowardly senior officers. The anonymity of the song might suggest that it was a widespread but dangerous opinion.

Document 7

Document 7, where a military doctor describes what is now called posttraumatic stress disorder, provides evidence of how the experience of the war is having terrible psychological effects on soldiers in combat. This document can be cited both for showing the effects on soldiers and how the war later affected the broader British society, which had to cope with many men suffering from "shell shock." Students might note that Dr. Rivers attempted to describe the patient's mental state as objectively as possible.

Document 8

Document 8 is another literary piece, composed by an officer who served at the Front. Owen references the Biblical story of Abraham and Isaac, and notes in the case of the First World War that the European governments chose not to follow the Biblical example, but without a second thought, killed half the young men of Europe in the war. Owen suggests that pride is causing the leaders to act in this way. The poem can be cited both as an example of the effect of the war on the military and on the public. Like Document 4, it hints at feelings of betrayal that developed among many men serving at the Front.

AP® European History

Free-Response Scoring Guidelines

Question 1—Document-Based Question (continued)

Document 9

Document 9 is the only visual evidence offered by this DBQ. Painted by an artist working for the British government, it illustrates the extent of the devastation in “No Man’s Land” and hints at the cost to the humans who were fighting in such a landscape. Students might note how this painting by an observer shows both the physical and psychological destruction of the war and provides evidence of the war’s effect on both the soldiers who experienced it directly and the public who viewed such images. The title of the painting is heavily ironic, echoing the rhetoric of those who claimed that the war would result in a new and better world. Students might note that its cynicism is all the more telling since the painter was employed by the government presumably to shore up support for the war.

Documents 10, 11, and 12

The last three documents were written after the war, with survivors reflecting on their wartime experiences, the last two published after the Second World War was under way. In Document 10 Paul Deane reflects on his own and others’ wartime experiences 12 years after the end of the war. Deane’s attitude is distinctly ambivalent. He tries to create a balanced picture by stressing some of the more positive aspects of being at war but also acknowledges the negative side (“One wanted to go there oneself and see what it was like, even though one knew.”). Students might note that perhaps Deane is able to approach the subject with some degree of dispassion because it is far enough in the past.

Robert Graves, a veteran officer coauthoring a book with a journalist in Document 11, provides evidence of how the class structure was forever changed both on the battlefield and later when the soldiers returned home, with commissions earned by enlisted soldiers making it possible for them to marry above their class and to be accepted. Students might note that the time interval between the end of the war and this work, as well as the fact that Graves is working with a journalist, gives this document greater detachment.

In the final document, officer Richard Aldington reminisces about how London and the way of life there had changed as a result of the war and how the slower class-bound society he left in 1914 had been replaced with a boisterous, mixed-class consumer-driven society that bore little resemblance to prewar Britain. He does not think the changes are positive. Like Document 11, this one was produced about 20 years after the event, though in this case, the students might note that Aldington is less detached than is Graves about the changes to British society wrought by the war. Aldington feels that he and his society have degenerated as a result of the war.

Some possible groupings that would serve as valid tools of analysis

Junior officers (all but 6 and 7)

Other ranks (3, 6)

Noncombatants (7, 9)

Early war (1, 2, 3*)

Later war (3**, 4, 5, 7, 8, 9)

Postwar (10, 11, 12)

Support, enthusiasm for the war (1, 2, 3, 5)

Lack of support, questioning of the war (4, 8, 9)

Alienation from leaders, people at home (4, 6, 8, 11, 12)

Ambivalence toward the war (1, 4, 11, 12)

Breakdown of class structure (3, 11, 12)

* for its description of 1914

** for its actual date of publication

AP[®] European History

Free-Response Scoring Guidelines

Generic Free-Response Scoring Rubric for AP European History

These guidelines are intended to be generic and should be adapted to suit the particular needs of the question.

8–9 Points

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
- May contain errors that do not detract from the argument.

6–7 Points

- Thesis is explicit and responsive to the question.
- Organization is clear and effective in support of the argument but not consistently followed.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain an error that detracts from the argument.

4–5 Points

- Thesis is explicit but not fully responsive to the question.
- Organization is clear and effective in support of the argument but not consistently followed.
- Essay shows some imbalance; some major topics suggested by the prompt are neglected.
- Most of the major assertions in the essay are supported by least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

2–3 Points

- No explicit thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; most major topics suggested by the prompt are neglected.
- Only one or two major assertions are supported by relevant evidence.
- May contain several errors that detract from the argument.

0–1 Points

- No discernable attempt at a thesis.
- No discernable organization.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence used.
- May contain numerous errors that detract from the argument.

AP® European History

Free-Response Scoring Guidelines

Question 2

Describe and analyze the advantages and disadvantages that the Protestant Reformation presented for women.

Some possible advantages

As a result of the Protestant Reformation, women “gained” in several respects. Because Protestant churches stressed the need for all believers to read the Bible, Protestant women learned to read in greater numbers, and thus were able to teach their children, both male and female, to read. The role of Protestant women—especially Lutheran women—was elevated, with role models like Katherina Bora, Martin Luther’s spouse, who served as a trusted confidant and helpmate to Luther. The doctrine of the “priesthood of all believers” provided for a more equal spiritual role for women within the Protestant movement. Also, because marriage was no longer a sacrament, as it had been when western Christianity was dominated by Roman Catholicism, divorce—although infrequent in the beginning—was now possible and gave women the possibility of leaving abusive relationships. Some women, especially among the English Quakers, were allowed to preach and assume leadership roles.

Some possible disadvantages

There were also disadvantages that arose as a result of the Protestant Reformation. Women lost the opportunity for leadership roles within the Christian religious orders, which were large and important institutions in pre-Reformation Europe. Women also no longer had the opportunities for education that had been open to them as members of religious orders. The religious wars that accompanied the Reformation, with the resulting deaths of husbands and sons, negatively affected many women. In pre-Reformation Roman Catholic–dominated societies, women had both the Virgin Mary and female saints for role models; these models were lost to women in the reformed religions. Luther and most other Protestant leaders exhibited no interest in gender equality and made it clear in their actions and writings that women should remain subordinate to their fathers and to their husbands. Also, women were not allowed to preach in most reform churches.

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Question 3

Compare and contrast mercantilist policies of seventeenth-century western European governments with economic intervention by western European governments from the mid-nineteenth century to 1914.

Development of mercantilism

In the first part of this question, students might discuss how mercantilism developed. The basic tenets of mercantilism were that governments should intervene in the national and international trade in order to ensure that the nation had a favorable balance of trade. As specific examples of mercantilist intervention, students might discuss the chartering of the British, French, and Dutch East India Companies as well as the creation of the Bank of England. Mercantilist policy as it developed in France (beginning with Sully under Henry IV and continuing with Richelieu, Mazarin, Colbert, the Five Great Farms, and the Commercial Code) and the establishment of state-supported luxury goods industries could be mentioned. Students could also discuss the Bourbons' extensive public works projects, such as roads, canals, and reclamation projects, as a form of economic intervention. In England, Parliament passed numerous Enclosure Acts, which greatly benefited the large landowners and increased food production, thus helping to meet the mercantilist goal of a favorable balance of trade. Many governments also employed protective tariffs on imported manufactured goods as a means of protecting domestic manufacturing.

Students might note that many seventeenth-century European states sought to create and protect colonies that would be a source of raw materials and markets as well as a stimulant to shipbuilding and the merchant marine. Following the principles of mercantilism, most European states sought to limit or forbid trade between their colonies and other European countries (for instance, Spanish imperial trade laws and England's Navigation Acts).

Comparisons

Students might discuss some important similarities between mercantilism of the seventeenth century and economic policies of the late nineteenth and early twentieth centuries. As in the seventeenth century, many European governments in the late nineteenth and early twentieth centuries were actively involved in creating, expanding, and protecting colonial holdings. The aims of colonization were similar in both periods: to secure sources of raw materials and to gain access to markets and thus encourage domestic manufacturing. Many governments actively discouraged manufacturing in their colonies as way of increasing the demand of goods produced in the home country, but the governments of this period generally abandoned the earlier direct attempts to restrict trade between their colonies and other countries. Many European states in the later period continued to employ protective tariffs, though Great Britain became a great advocate of free trade.

Students might note that, in contrast to states of the mercantilist era, some European states of the late nineteenth and early twentieth centuries began offering economic protection of various types to individual citizens. Hours and working conditions began to be regulated, particularly in factories. Some governments (most notably Germany under Bismarck) began to set up welfare programs for workers and others. Also, in contrast to the earlier period, there were fewer state-owned industries; though many governments in the later period kept considerable control of their railroads or other parts of the economy considered to be of vital national importance.

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Question 4

Describe and analyze the success of absolutism during the seventeenth and eighteenth centuries in western and eastern Europe, using examples from at least three different countries.

Possible examples

The European countries that are the most heavily covered in the textbooks regarding absolutism are France and Russia. Students might also decide to write on Prussia or the Habsburg Monarchy. Stronger essays will have a few sentences defining absolutism, i.e., the end of feudal partitioning, consolidation of power with the monarch, rise of state power, unification of the state, and a decrease in the influence of the nobility. Some textbooks argue that a number of monarchs achieved absolutist control over their states, while other textbooks give little credence to the idea that there were indeed any absolute monarchs; students can take either position, as long as they support their views.

France

France will probably be one of the three countries that almost every student will choose. King Henry IV and his financial minister, Sully, laid the foundations for French absolutism. Cardinal Richelieu, King Louis XIII's chief minister, established dominance over the nobility and centralized the administration of the realm. But he failed to establish a secure, independent source of revenue to finance the military and its building programs. This problem of inadequate finances plagued Louis XIV and succeeding rulers right up to the time of the French Revolution. The failure of the French monarchy to assert control over the Ancien Regime nobles, as well as military defeats, greatly weakened the regime and ultimately led to its demise.

Russia

Students may make passing reference to Ivan the Terrible, but most of their discussion on absolutism in Russia will probably center on the accomplishments of Peter the Great, including the transformation he brought in the dress, manners, and ranks of the nobility; his micromanagement of the economy; shipbuilding; the creation of St. Petersburg; the acceleration of industrialization; and expansion of the military and associated construction. Students might also note that the control and leadership that Peter the Great exercised was not evenly sustained by the monarchy after his death, though Catherine the Great was able to expand Russia and expand royal power as well.

Prussia

Absolutism in Brandenburg-Prussia was modeled on what the Hohenzollern rulers observed in France. The Hohenzollern rulers worked to consolidate their control over various northern and western German-speaking states and to build an economic base to support a greatly expanded military. Students might discuss the Prussian monarchy's ability to bring the Junker nobility into state service and how it paralleled Bourbon efforts with the French nobility.

Elsewhere in Central and Eastern Europe

The Habsburg rulers worked to forge an absolutist state to counter the French, the Russian, and the Ottoman Empires. Students might note that primarily because of the diverse ethnic nature of their empire, the Habsburg rulers were never able to exercise the same degree of power as absolutist rulers in France and Prussia.

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Question 5

Analyze the major economic and political factors that allowed for the unification of Germany in the late nineteenth century.

Possible economic factors

Students might discuss economic factors such as the *Zollverein* (customs union—established 1834, expanded 1854 and 1867), which allowed for much greater trade among the German states. Removal of internal tariff barriers among the various states provided a huge impetus for economic growth and expansion in the region. The robust Prussian economy supported the expansion of the Prussian military and thus provided the muscle for an assertive foreign policy aimed at unification. The rapid expansion of industry and improvement of the transportation network, primarily through railroad building, supported the movement toward economic integration and political unification.

Possible political factors

Students might frame their analysis of political factors as a discussion of key events leading up to the creation of the Second German Empire after the Franco–Prussian War. The discussion could focus on Otto von Bismarck and the systematic way he went about the political and diplomatic maneuvering that culminated in the creation of the new German Empire. Political factors might include growing German nationalism and support for unification among the populations of the German states, Bismarck’s political skill and determination, Bismarck’s ability to govern without the *Reichstag* during the constitutional crisis of 1863–1866, and the diplomatic and military weaknesses of Prussia’s main rivals, France and the Austrian Empire. Other political factors that could be discussed are the appeal of the Prussian political system, which seemed to combine efficiency with democratic elements, such as universal male suffrage and the expanding support for unification from the German middle class who increasingly wished to become part of a larger, more prosperous political entity. The failure of the liberal revolts in 1848 might be mentioned as paving the way for the success of Bismarck’s authoritarian strategy.

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Question 6

Compare and contrast the Congress of Vienna (1815) and the Paris Peace Conference (1919–1920) in terms of the aims and effectiveness of the diplomatic settlements reached at each conference.

Aims of the two conferences

The aims of the Congress of Vienna were: to establish lasting peace and restore the balance of power in Europe; to keep France from dominating Europe but not to weaken it completely; to restore those monarchs who had been driven out by Napoleon; and to fulfill Metternich’s goal of weakening or containing liberal nationalism by establishing a league of conservative monarchies (the Congress System).

At the Paris Peace Conference following the First World War, the two major factions within the victorious powers had different aims. Woodrow Wilson pursued the following main goals: establishment of the League of Nations and other diplomatic mechanisms to prevent future wars from occurring; “peace without victory” (i.e., no reparations or punishment of the defeated powers); and self-determination for all nationalities. On the other hand, the English and French diplomats at the Paris Peace Conference were united in their support of the following regarding postwar Germany: assigning Germany sole responsibility for the war; reparations from Germany for all of the destruction resulting from the war; weakening or destroying Germany as a world power; and stripping Germany of all of its colonial territories.

Possible student arguments regarding effectiveness

Students might argue that the peace terms worked out at the Congress of Vienna functioned very well by many measures. There was no European-wide war until the outbreak of the First World War in 1914. The wars that did occur in this period were mostly short and had limited participation (e.g., the Crimean War, the wars of Italian unification, the Seven Weeks War, the Danish War, the Franco–Prussian War, and the Russo–Turkish War). The Congress System was largely effective in suppressing liberal nationalist movements until 1848. France never again threatened to dominate Europe. Bourbon monarchs, considered legitimate by the participants of the Congress, were restored in France, Spain, and Italy.

Students might present the argument that the Paris Peace Conference was much less successful at achieving its goals than was the Congress of Vienna. Germany was weakened by war reparations and loss of territory but not enough to prevent it from reestablishing itself as a European power. The “war guilt clause” of the Treaty of Versailles caused great resentment in Germany and provided fuel for militant German nationalists such as Hitler. The reparations demanded of Germany were so large that Germany stopped paying even after they had been scaled back by both the Dawes Plan and the Young Act. The new boundaries drawn in Eastern Europe did result in some ethnic groups gaining greater autonomy, but they also created states with large ethnic minorities (e.g., Czechoslovakia, Yugoslavia) that had little allegiance to their new governments, and they encouraged irredentist agitation. After Wilson’s death, the United States did not join the League of Nations, and hence the organization remained ineffective against aggression. Within 15 years of the Conference, Germany was rearming under Hitler and a new world war was on the way.

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Question 7

In 1945 Great Britain and the United States were allied with the Soviet Union. By 1950 the former allies were involved in a confrontation that divided Europe into rival power blocs. Analyze the reasons for this change.

Student responses might take the form of an explanatory narrative containing the elements listed below.

The alliance between the western powers and the Soviet Union was largely a marriage of convenience. The necessity of defeating the Axis nations glued the Allies together, although there were certainly tensions among them during the war. (For instance, the Soviets were suspicious of the western allies' delay in opening a second front.).

Serious differences of opinion over postwar settlements arose during the wartime conferences held at Yalta (February 1945) and Potsdam (July–August 1945). By the time of the Yalta Conference, the Soviets were 40 miles outside Berlin, and they controlled so much territory that Stalin could effectively dictate the political status of Eastern Europe. At Yalta, Stalin nonetheless promised to support democratic elections in the newly liberated states, but this promise was not kept. At Potsdam, the new American president, Harry S Truman, confident now that little Soviet aid would be needed to defeat Japan and concerned that Stalin would renege on his commitment to democracy in Eastern Europe, initiated a harder line against the Soviets. All that the Allies could agree to at Potsdam was the dismemberment of the Axis states and their possessions. The successful use of the atomic bomb at Hiroshima and Nagasaki also stiffened Truman's resolve, and tensions over the postwar settlements intensified.

In the two years immediately after the end of hostilities in Europe, the Soviet Union moved to set up pro-Soviet communist governments in most of the countries that it had occupied, and the liberated states became Soviet satellites. Churchill's "Iron Curtain" speech (1946) provided a powerful and enduring rallying point for hard-line anti-communists. The enunciation of the Truman Doctrine in March 1947 crystallized the new United States perception of a world divided between free and enslaved peoples. Articulated in part in response to crises in Greece and Turkey, where communist movements seemed to threaten democracy as well as western strategic interests, the Truman Doctrine starkly drew the battle lines of the Cold War.

From this point on, the United States committed itself to an interventionist foreign policy, dedicated to the containment of communism, which was understood as preventing any further expansion of Soviet influence. Soviet support of a communist coup in Czechoslovakia (1948) marked the end of democratic rule in Eastern Europe. The unification of the French, British, and United States zones of occupied Germany and the reintroduction of the German mark led to the Soviet blockade of West Berlin and the Berlin airlift (1948–1949). The Berlin standoff did not result in a shooting war, but a pattern of direct confrontation had been established. Although the level of East–West tension would wax and wane in the next four decades, the division of Europe into rival camps would be the salient feature of the continent's politics until the collapse of the Soviet bloc in the late 1980s.